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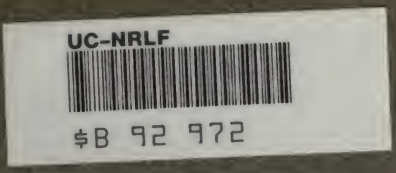

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...Bulletin...

...in...

...English...

State Normal School

...at...

San Jose, Cal.

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...BULLETIN...

Issued by the

California State Normal School

...at...

San Jose, Cal.

Morris Elmer Dailey, A. M., L. L. D.,
President.

Henry Meade Bland, M. Ph., A. M., Ph. D.,
Teacher of Education

A Working Course in English

...for the...

Public Schools.

HAZEL BELL,
GENEVEIVE LYNG,
EDITH PATTERSON,
NITA BLANEY,
HARRY WHITE,
Collaborators.

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UNIV. OF
CALIFORNIA

Course in English.

READING.

A well-rounded presentation of reading requires the subject to be approached from two distinct points of view. In the first, methods are used to give the children a mastery of the technique of pronounciation. In this approach the New Education System or the Ward System of Rational Reading may be taken as a basis.

In as much as drill in reading based on the phonetic method is apt to develop mere formal work, unaccompanied on the part of the child by an understanding of the sense, a wholly different approach to the reading lesson must at times be made. This approach is an attempt to lead the child into the lesson by making him appeciate its thought. The child should be induced to "sense" the thought behind the words. An appeal must be made to his experience to make him realize the thought. He should be led to see vividly the scenes portrayed by the sentences. Lessons in which the words convey even by their very sounds a large part, at least, of their meaning should be chosen as often as possible for this second phase of the work. The child is to be made to see, to feel, to picture the central idea of the sentence. Having done this, he is ready to utilize the formal articulation of words, gained through the study of words phonetically, in the clear and live expression of the thought as he reads the sentence. "How to Teach Reading," by S. H. Clark (S. F. & Co.), deals at length, in chapter viii, with the expression of the "central idea" of the sentence.

School reading naturally divides itself into three heads; first, the regular recitation work in the State Series Reader. This work is to be carefully prepared by the pupil under the

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direction of the teacher. In it the child does the heavy formal work in reading.

The subject matter of the second division is to be drawn from the library readers, and is to consist of sight work and the reading of the easy stories of the readers as busy-work during study hours. The aim in this division of the work is to give the child facility of expression and skill in getting thought from the printed page.

The third sub-division of the reading course is the home reading. A full list of the best children's books is given for the purpose of furnishing the pupils with entertaining and profitable reading outside of school. This reading is to be in no sense a home task, but is rather a plan for making the library of the school more effective.

The general aim of the reading course is to develop in the children a keen appreciation of good literature.

The sight and busy-work reading for the first year should be from primers, except in the last part of the second term, when the teacher, if she deems it advisable, may use the first readers.

In the second year, first grade readers are to be used for sight and busy-work, save in the last part of the year, when second grade books may be used.

In each of the following grades the teacher may, near the end of the year, if she wishes, take a reader from the next grade in advance, in order to give the class stronger and more variety of work. Enough readers are listed to enable the teacher to use these books in advance of the time in which they are scheduled, and yet give her pupils fresh work.

FIRST GRADE.

FIRST TERM.

State Series First Reader to page 34.

SECOND TERM.

Complete State Series First Reader.

Complete during the year one reading chart and one library reader.

LIBRARY LIST.

Teachers are to choose from the following:

The Arnold Primer—Sarah Louise Arnold.....S. B. & Co.
The Baldwin Primer—May Kirk.....A. B. C.
The Beginner's Reader—Florence Bass.....D. C. H. & Co.
Child Life, A Primer—Etta Austin Blaisdell and Mary Frances Blaisdell.....Mac.
Columbia Primer—Moran and Brelsford.....E. & Bro.
Cyr Readers, Book One—Ellen M. Cyr.....G. & Co.
First Steps in Reading, Primer—Todd and Powell..S.B. & Co.
Heath Readers, Primer.....D. C. H. & Co.
Holton Primer—Holton.....R. M. & Co.
New Century Reader, First Year.....S. B. & Co.
New Education Readers, Book One.....A. B. C.
Our First School Book—Carrie Livyer Ferris.....S. B. & Co.
Rational Method in Reading, Primer—Ward.....S. B. & Co.
Twilight Stories—Elizabeth E. Foulke.....S. B. & Co.
Wheelers's Graded Readers, Primer .....W. H. W. & Co.
Wide Awake Primer—Murray.....L. Pub. Co.

SECOND GRADE.

FIRST TERM.

State Series Second Reader to lesson 25, page 68.

SECOND TERM.

Complete State Series Second Reader.
Complete during the year at least one library reader.

LIBRARY LIST.

Baldwin's Readers, First Year—Jas. Baldwin .....A. B. C.
Child Life, A First Reader—Etta Austin Blaisdell and Mary Frances Blaisdell ....Mac.
Crane First Reader—Picken.....C. & Co.
Cyr Readers, Book Two—Ellen M. Cyr.....G. & Co.

Graded Literature Readers, First Book—Judson and Bender.....M. M. & Co.
Hiawatha Primer—Holbrook.....M. M. & Co.
Heath Readers, First Reader .....D. C. H. & Co.
Jones Readers, First Book.....G. & Co.
Lights to Literature, Book One—H. Avis Perdue and Florence E. La Victoire.....R. M. & Co.
New Century Readers, Second Year.....S. B. & Co.
Morse Readers, First Book.....S. B. & Co.
New Education Reader, Book Two—Demarest and Van Sickle .....A. B. C.
Pathways in Nature and Literature, First Reader—Christy.....U. P. Co.
Progressive Course in Reading, First Book. .....A. B. C.
Rational Method in Reading, Second Reader—Edward G. Ward.....S. B. & Co.
Sight Reader—Expert Primary Teachers.....A. B. C.
Sprague Classic Readers, Book One—Sarah E. Sprague Ed. Pub. Co.
Stepping Stones to Literature, First Reader—Sarah Louise Arnold and Charles B. Gilbert .....S. B. & Co.
Taylor School Readers, First Reader—Taylor.....A. B. C.
Wake-Robin Series, Vol. I—Lucy Newsome Holtzclaw, P. P. & Co.
Wheeler's Graded Readers, First Reader—Gail Calmerton and William H. Wheeler .....W. H. W. & Co.

THIRD GRADE.

FIRST TERM.

State Series Third Reader to lesson 17, page 41.

SECOND TERM.

State Series Third Reader, lesson 17, page 41, to lesson 33, page 88.

Complete one library reader during the year.

Library List.

Baldwin's Readers, Second—James Baldwin.....A. B. C.
Child Life, Second— Etta Austin Blaisdell.....Mac.
Crane Second Reader—Picken ....C. & Co.
Cyr Readers, Book Three—Ellen M. Cyr..... ....G. & Co.
Graded Literature Readers, Second Book—Judson and Bender .....M. M. & Co.
Heath Readers, Second.....D. C. H. & Co.
Jones Second Reader.....G. & Co.
Lights to Literature, Book Two—S. E. Sprague..R. M. & Co.
Morse Readers, Second Book.....S. B. & Co.
New Century Readers, Third Year.....S. B. & Co.
New Education Reader, Book Three—Demarest and Van Sickle.....A. B. C.
Progressive Course in Reading, Second—Geo. I Aldrich and Alexander Forbes.....A. B. C.
Rational Method in Reading—Edw. G. Ward....S. B. & Co.
The Sprague Classic Readers, Book Two—Sarah E. Sprague.....Ed. Pub. Co.
Stepping Stones to Literature—Sarah Louise Arnold and Chas. B. Gilbert .....S. B. & Co.
Taylor School Readers, Second—Taylor.....W. S. B. Co.
Through the Year, Book One—Anna M. Clyde and Lillian Wallace.....S. B. & Co.
Wake-Robin Series, Vol. II—Lucy Newsome Holtzclaw, S. B. & Co.
Wheeler's Graded Readers, Second—Gail Calmerton and Wm. H. Wheeler .....W. H. W. & Co.

FOURTH GRADE.

FIRST TERM.

State Series Third Reader, lesson 33, page 88, to lesson 49, page 132.

SECOND TERM.

State Series Third Reader completed from lesson 49, page 132.

Complete one library reader during the year.

LIBRARY LIST.

Baldwin Readers, Third Year—James Baldwin.....A. B. C.
Child Life, Third Reader—Etta Austin Blaisdell and Mary Frances Blaisdell.....Mac.
Crane Fourth Reader—Picken.....C. & Co.
Cyr Readers, Book IV—Ellen M. Cyr.....G. & Co.
Graded Literature Readers, Book Four—Judson and Bender.....M. M. & Co.
Heath Readers, Third Reader.....D. C. H. & Co.
Jones Third Reader.....G. & Co.
Lights to Literature, Third Reader—Abbey Lane.R. M. & Co
Morse Readers, Third Year.....S. B. & Co
New Education Reader, Book Four—Demarest and Van Sickle.....A. B. C.
Progressive Course in Reading, Third Book—Aldrich and Forbes.....A. B. C.
Rational Method in Reading, Third Reader—Ward..S.B. & Co.
Sprague Classic Readers, Book Three—Sprague..Ed. Pub. Co.
Stepping Stones to Literature, Third Reader—Arnold and Gilbert.....S. B. & Co.
Through the Year, Book Two—Clyde and Wallace..S.B. & Co.
Wake-Robin Series, Vol. III—Holtzclaw.....S. B. & Co.

FIFTH GRADE.

FIRST TERM.

State Series Fourth Reader to lesson 22, page 50.

SECOND TERM.

State Series Fourth Reader, lesson 22, page 50, to lesson 42, page 103.

Complete one library reader. Give a great deal of practice in sight reading.

LIBRARY LIST.

Baldwin's Readers, Fourth Year—James Baldwin...A. B. C.

Child Life, Fourth Reader—Etta Austin Blaisdell and Mary Frances Blaisdell ..... Mac.
Crane Fourth Reader—Picken ..... C. & Co.
Cyr Readers, Book Five—Ellen M. Cyr ..... G. & Co.
Graded Literature Readers, Fourth Book—Judson and Bender ..... M. M. & Co.
Heath Readers, Fourth Reader ..... D. C. H. & Co.
Jones Fourth Reader ..... G. & Co.
Lights to Literature, Fourth Reader—Abby E. Lane, R. M. & Co.
Morse Reader, Book Four ..... S. B. & Co.
Progressive Course in Reading, Fourth Book—Geo. I. Aldrich and Alexander Forbes ..... A. B. C.
Rational Method in Reading, Fourth Reader ..... S. B. & Co.
Sprague Classic Readers, Book IV—Sarah E. Sprague, Ed. Pub. Co.
Stepping Stones to Literature, Fourth Reader—Sarah Louise Arnold and Chas. B. Gilbert ..... S. B. & Co.

SIXTH GRADE.

FIRST TERM.

State Series Fourth Reader from lesson 43, page 103, to lesson 61, page 152.

SECOND TERM.

State Series Fourth Reader completed from lesson 61, page 152.

Complete during the year one library reader.

Give much sight reading during the year from the library readers.

LIBRARY LIST.

Baldwin's Readers, Fifth Year—James Baldwin ..... A. B. C.
Cyr Readers, Book Six—Ellen M. Cyr ..... G. & Co.
Child Life, Fifth Reader—Etta Austin Blaisdell and Mary Francis Blaisdell ..... Mac.

Crane Fifth Reader, Picken.....C. & Co.
Graded Literature Readers, Book Five—Judson and Bender.....M. M. & Co.
Heath Readers—Fifth Reader.....D. C. H. & Co.
Jones Fifth Reader.....G. & Co.
Morse Readers, Fifth Year.....S. B. & Co.
Progressive Course in Reading, Fourth Book—Geo. I. Aldrich and Alexander Forbes.....A. B. C.
Rational Method in Reading, Fifth Reader—Edward C. Ward.....S. B. & Co.
Sprague Classic Readers, Book IV, Part Two—Sarah E. Sprague.....Ed. Pub. Co.
Stepping Stones to Literature, Fifth Reader—Sarah Louise Arnold and Chas. B. Gilbert.....S. B. & Co.

SEVENTH GRADE.

The reading is to be done largely in connection with literature and history. The teacher should pay considerable attention to the books in the home reading.

Selections for sight reading and drill may be drawn from the following library list, if the teacher needs the material:

Baldwin's Readers, Sixth Year—James Baldwin.....A. B. C.
Cyr Readers, Book Seven—Ellen M. Cyr.....G. & Co.
Heath Readers, Sixth Reader.....D. C. H. & Co.
Progressive Course in Reading, Fifth Book—George I Aldrich and Alexander Forbes.....A. B. C.
Stepping Stones to Literature, Sixth Grade—Sarah Louise Arnold and Charles B. Gilbert.....S. B. & Co.

EIGHTH GRADE.

The reading is to be done in connection with the literature, history, and home reading. Drill the children in the appreciative reading of the gems of poetry they memorize. Any additional work the teacher may wish can be drawn from one or more of the following library readers:

Baldwin's Readers, Seventh Year—James Baldwin...A. B. C.
Cyr Readers, Book Eight—Ellen M. Cyr.....G. & Co.
Progressive Course in Reading, Fifth Book—George I. Aldrich and Alexander Forbes.....A. B. C.
Stepping Stones to Literature, Seventh Grade—Sarah Louise Arnold and Charles B. Gilbert.....S. B. & Co.

Memory Work.

The following is a list of poems from which selections may be made for memory work in the grades. No suggestion is made as to how much is to be memorized in a single grade. The amount is left to the teacher's judgment.

FIRST GRADE.

Little Drops of Water.
Twinkle, Twinkle, Little Star.—Old State Second Reader.
The Pied Piper of Hamelin (abridged).—State First Reader.
Once There Was a Little Kittie.—McGuffey's Second Reader.
The Duel.—Eugene Field.
Pussy Cat Out for an Airing One Day.—State Ele. Language Book.
Mary Had a Little Lamb.
Two Little Kittens One Stormy Night.—Barnes' Third Reader.
A Million Little Diamonds.

SECOND GRADE.

Wynken, Blynken and Nod.—Field.
Suppose.—California Second Reader, Old Series.
Strike While the Iron's Hot.—California Second Reader, Old Series.
At the Door on Summer's Evening.—From Hiawatha (25 lines).
The Daffodil.—California Second Reader, Old Series.

The Dandelion.—California Second Reader, Old Series.
Buttercups and Daisies.—California Second Reader, Old Series.
I Know the Song That the Bluebird Is Singing.—California Second Reader, Old Series.

THIRD GRADE.

We Were Crowded in the Cabin.—James T. Fields.
Bed in Summer.—Stevenson.
The Lilacs Are in Blossom, the Cherry Flowers Are White.—California Second Reader, Old Series.
There Is No Dew Left on the Daisies and Clover.—Jean Ingelow.
Daffydowndilly.—Miss Warner.
Night and Day.—Stevenson.
Sweet and Low, Sweet and Low, Wind of the Western Sea.—Tennyson.

FOURTH GRADE.

Barbara Frietchie.—Whittier.
Ride of Paul Revere.—Longfellow.
The Night Before Christmas.—C. T. More.
The Wind.—Stevenson.
Hiawatha's Sailing.—Longfellow.
Beautiful Hands Are They That Do.—California Second Reader, Old Series.
The Song of the Brook.—Tennyson.
Casabianca.—Hemans.

FIFTH GRADE.

My Beautiful, My Beautiful, That Standeth Meekly By.—McGuffey's Fourth Reader.
Old Ironsides.
Stay Not Fettered in Inaction.—Goethe.
The Village Blacksmith.—Longfellow.
Woodman, Spare That Tree.—Morris.
We Are Seven.—Wordsworth.
Ring Out, Wild Bells.—Tennyson.
Breathes There a Man With Soul So Dead.—Scott.

SIXTH GRADE.

Thou, Too, Sail On, O Ship of State.—Longfellow.
The Voice of the Grass.—McGuffey's Fourth Reader.
The Old Oaken Bucket.—Woodworth.
A Sea Song.—Cunningham.
Abou Ben Adhem.—Hunt.
The Day Is Done.—Longfellow.
The Burial of Moses.—Alexander.
The Burial of Sir John Moore.—Wolfe.
The Mountain and the Squirrel.—Emerson.

SEVENTH GRADE.

The Sea.—"Barry Cornwall."
Lochinvar.—Scott.
The Breaking Waves Dashed High.—Hemans.
Charge of the Light Brigade.—Tennyson.
Destruction of Senacherib.—Byron.
Introductory Stanzas to Sir Launfal.—Lowell.
Introductory Stanzas to Evangeline.—Longfellow.
Introductory Stanzas to the Lady of the Lake.—Scott.
Eve Before Waterloo.—Byron.
Psalm of Life.—Longfellow.

EIGHTH GRADE.

To a Waterfowl.—Bryant.
The Last Leaf.—Holmes.
The Blue and the Gray.—F. M. Finch.
Break, Break, Break.—Tennyson.
The Baby.—MacDonald.
The Death of the Flowers.—Bryant.
Soldier, Rest.—Scott.
The Daffodils.—Wordsworth.
The Chambered Nautilus.—Holmes.
The Quality of Mercy Is Not Strained.—Shakespeare.
Look How the Floor of Heaven.—Shakespeare.

Reference Books.

A Child's Garden of Verse—Robert L. Stevenson...C. S. Sons
Nature in Verse—Mary I. Lovejoy.....S. B. & Co.
Poems for Memorizing—Alice Rose Power.....W. & R. Co.
Open Sesame, Vol. I. (Poetry and Prose for School Days)
—Bellamy & Goodwin..... G. & Co.
Poems of American Patriotism—Brander Matthews..C. S. Sons
Songs From Sunny Land—Chas. A. Keeler. (To be published.)
Love Songs of Childhood—Eugene Field.....C. S. Sons
Poems Here at Home—James Whitcomb Riley.....Cen.
Lullaby Land—Eugene Field.....C. S. Sons
Songs of the Tree-Top and Meadow—McMurry & Cook,
Pub. S. P. Co.
A Graded List of Poems and Stories for Use in Schools—
Gilbert & Harris.....S. B. & Co.
Poetry for Home and School—Anna C. Brackett and Ida
M. Eliot.....P. Sons
A Book of Famous Verse—Agnes Repplier.....H. M. & Co.
A Child's Book of Poetry—E. H. Turpin.....M. M. & Co.
Riley Child Rhymes—James Whitcomb Riley.....B. M. Co.
Graded Memory Selections—Hughes, Waterman and Mc-
Clymonds.....Ed. Pub. Co.
Poems Children Should Know—Mary Burt.....H. M. & Co.

Home Reading.

The prose works given below have been selected with reference to the needs of school children. Consequently they have been drawn from a very wide range of literature, including Myth, Story, Science, Art, History and Biography. The great classics, in so far as they could be adapted to the child-mind, have been included in the list. In-as-much as the books are for California schools, a good deal that has a western flavor has been listed. The beautiful story form in which most of

the selections are written bespeaks their especial adaptation to the school library.

Five books per year, to be selected by the pupil according to his taste from the list for the grade (the first grade excepted), is the minimum the pupil is expected to read.

FIRST GRADE.

Little Stories for Little People—McCullough.....A. B. C.
Stories for Children—Lane.....A. B. C.
The Children's First Story Book—Wood.....A. B. C.

SECOND GRADE.

Reynard the Fox—Smythe.....A. B. C.
Child Literature—Simms.....A. B. C.
Stories of Country Life—Bradish.....A. B. C.
The Story Reader—Logie & Uecke.....A. B. C.
Braided Straws—Foulke.....S. B. & Co.
Robinson Crusoe.....Pub. S. P. Co.
Williams' Choice Literature.....B. S. & Co.
Old Time Stories—Smythe.....W. S. B. Co.
Classic Stories for the Little Ones—McMurry...Pub. S. P. Co.
Fairy Tale and Fable—Thompson....New Cent. Ed. Pub. Co.
Docas—Snedden.....D. C. H. & Co.
Little Wanderers—Morley.....G. & Co.

THIRD GRADE.

Æsop's Fables—Pratt.....Ed. Pub. Co.
Prose and Verse for Children—Pyle.....A. B. C.
Anderson's Fairy Tales—Anderson.....G. & Co.
Fairy Stories and Fables—Retold by Baldwin.....A. B. C.
True Fairy Stories—Bakewell.....A. B. C.
Adventures of a Brownie—Craik.....H. & B.
A Boy on a Farm—Johnson.....A. B. C.
Stories of Great Americans for Little Americans—Eggleston.....A. B. C.
Lives and Stories Worth Remembering—Kupfer.....A. B. C.
Stories of Humble Friends—Pyle.....A. B. C.

Homeric Stories—Hall.....A. B. C.
Some Useful Animals—Monteith.....A. B. C.
Williams' Choice Literature, Book 2, Primary ...B. S. & Co.
Stories of Insect Life—Weed.....G. & Co.
Oriole Stories—Lane.....G. & Co.
Big People and Little People of Other Lands—Shaw..A. B. C.
The Crofton Boys—Martineau.....D. C. H. & Co.
Folklore Stories and Proverbs—Wiltse.....G. & Co.

FOURTH GRADE.

Letters From a Cat—Jackson..... Lit.
Legends of the Red Children—Pratt.....A. B. C.
Alice's Visit to the Hawaiian Islands—Krout.....A. B. C.
Ten Common Trees—Stokes.....A. B. C.
The Boat Club—Alger..... .....Conkey & Co.
Stories of American Life and Adventure—Eggleston..A. B. C.
The Story of Ulysses—Lamb.....D. C. H. & Co.
Animals at Home—Bartlett.....A. B. C.
Old Stories of the East—Baldwin..... ....A. B. C.
Short Stories of Our Shy Neighbors—Kelly.....A. B. C.
Fifty Famous Stories Retold—Baldwin.....A. B. C.
Stories of Great Artists—Horne and Scobey.....A. B. C.
Alice's Adventures in Wonderland—Carroll.....Ed. Pub. Co.
Little Lame Prince—Mulock.....Ed. Pub. Co.
Little Lord Fauntleroy—Burnett.....C. S. Sons
Old Norse Stories—Bradish.....A. B. C.
Beautiful Joe—Saunders.....W. & R. Co.
Black Beauty—Sewall.....L. & Co.
Arabian Nights—Selected by Clark.....A. B. C.
Williams' Choice Literature—Book 1, Intermediate..B. S. Co.
Red Letter Days—Hall Lennox.....S. B. & Co.
The far East and the far West Red Children—Pratt.S. B. & Co.
Bobtail Dixie—Smith.....Ed. Pub. Co.
Ways of Woodfolk—Long.....G. & Co.
Boys' Own Book.....DeWolf, Fiske & Co.
Wilderness Ways—Long..... ....G. & Co.
Poor Boys Who Became Famous—Bolton.....Crow. Pub. Co.

Tales of a Grand-father—Scott.....H. &. B.
Ten Boys—Andrews.....Lee
Sir Bevis—Jeffries.....G. & Co.
Fairy Tales—Rolfe.....A. B. C.
Those Dreadful Mouse Boys—Ariel.....G. & Co.
Stories From English History—Blaisdell.....G. & Co.
Child Stories of the Masters—Menefee.....F.
The Birds' Christmas Carol—Wiggin.....H. M. & Co.

FIFTH GRADE.

Outdoor Studies—Needham.....A. B. C.
Robinson Crusoe—Defoe.....A. B. C.
The Story of the Thirteen Colonies—Guerber.....A. B. C.
The Story of the Chosen People—Guerber.....A. B. C.
Hans the Eskimo—Scandlin.....S. B. & Co.
Discoverers and Explorers—Shaw.....A. B. C.
Story of Troy—Clarke.....A. B. C.
Water Babies—Kingsley.....F. F. L. & Co.
Heroes of Myth—Price.....S. B. & Co.
Heroes of Chivalry—Maitland.....S. B. & Co.
Asgard Stories—Foster and Cummings.....S. B. & Co.
Legends of Norseland—Pratt.....Edw.
Stories Mother Nature Told—Andrews.....Lee
Animals on Strike and Other Tales—Carrington.....Mac.
Seven Little Sisters—Andrews.....Lee
Rob and His Friends—Brown.....Altemus
Patsy—Wiggin.....H. M. & Co.
Fanciful Tales—Stockton.....C. S. & Sons
Williams' Choice Literature, Book 2, Intermediate..B. S. & Co.
Krag and Johnny Bear—Seton-Thompson.....S. & Sons
Swiss Family Robinson—Wyss.....G. & Co.
The Story of a Short Life—Ewing.....D. C. H. & Co.
Little Men—Alcott.....Roberts Bros.
Tom Sawyer—Twain.....American Pub. Co.
Pacific Nature Stories—Wagner.....W. & R. Co.
Captain Courageous—Kipling.....Cen.
Abraham Lincoln—Baldwin.....A. B. C.

Stories From Life—Marden.....A. B. C.
Historical and Biographical Narratives—Wallach....A. B. C.
Tanglewood Tales—Hawthorne..... H. M. & Co.
A Dog of Flanders—Ouida.....Lip.
Star Land—Ball..... G. & Co.
Stories of Our Mother Earth—Fairbank.....W. & R. Co.
Little Women—Alcott.....Lit.
Nature Study, Readers II—Troeger.....D. A. & Co.

SIXTH GRADE.

Old Greek Stories—Baldwin .....A. B. C.
The Spanish in the Southwest—Winterburn.....A. B. C.
Story of Aeneas—Clarke..... A, B. C.
Being a Boy—Warner.....H. M. & Co.
Stories of Animal Life—Holder.....A. B. C.
Jungle Book—Kipling.....Cen.
Two Girls in China—Krout.....A. B. C.
Lobo, Rag and Vixen .....W. & R. Co.
The Story of the Greeks—Guerber.....A. B. C.
Gulliver's Travels—Swift..... ...Mac.
Williams' Choice Literature, Book 1, Gram.....B. S. & Co.
Young Lieutenant—Optic.
Stories from English History—Blaisdell.....G. & Co.
Stories from Virgil—Church.....Mac.
The King of the Golden River—Ruskin.....D. C. H. & Co.
The Hunting of the Deer—Warner.....H. M. & Co.
Autobiography—Franklin.....H. M. & Co.
True Story of Columbus.....S. & Co.
The True Story of Washington... .....S. & Co.
Story of the Thirteen Colonies—Guerber.....A. B. C.
Tales from Shakespeare—Lamb.....Mac.
Donald and Dorothy—Dodge.....Cen.
Vicar of Wakefield—Goldsmith... .....A. L. B.
History of the U. S. for Young People—Eggleston...A. B. C.
Nature Study, Readers III—Troeger.....D. A. & Co.

SEVENTH GRADE.

Two Years Before the Mast—Dana.....H. M. & Co.

The Story of Caesar— Clarke.....A. B. C.
Stories of Old Germany—Pratt.....Ed. Pub. Co.
Five Little Peppers and How They Grew—Sidney...Lothrop
The Story of the Romans—Guerber..... A. B. C.
Little Women— Alcott.....Lit.
Sketch Book—Irving.....S. B. & Co.
The Story of the English—Guerber.....A. B. C.
The Widow O'Callaghan's Boys—Zollinger...McClurg & Co.
The Story of Siegfried—Baldwin.....C. S. & Sons
The Discovery of the Old Northwest—Baldwin.....A. B. C.
Old Times in the Colonies—Coffin.....H. & B.
The Conquest of the Old Northwest—Baldwin.....A. B. C.
The Pathfinder—Cooper.....Mac.
Man Without a Country—Hale.....Lit.
The Story of Little Nell—Dickens.....A. B. C.
Story of the Great Republic—Guerber.....A. B. C.
Williams' Choice Literature—Book 2, Grammar Grades, A. B. C.
Northern Europe, Youth's Companion Series.....G. & Co.
The True Story of Abraham Lincoln.....S. & Co.
Plutarch's Lives.....G. & Co.
Pilgrim's Progress—Bunyan.....C. S. Sons
Old Curiosity Shop—Dickins.....H. & B.
Ivanhoe—Scott.....Mac.
Story of the Iliad—Church.....Mac.
Reply to Hayne—Webster.....H. M. & Co.
Matka and Kotik—Jordan.....W. & R. Co.
Child's History of England.....H. M. & Co.
Boys of '76—Coffin.....H. & Bro.
Nature Study, Readers IV—Troeger.....D. A. & Co.

EIGHTH GRADE.

Wonder Book—Hawthorne.....H. M. & Co.
Boys of '61—Coffin.....Estes
Wild Animals I Have Known—Thompson.....S. & Sons
The Boy General—Custer.....S. & Sons
Stories of Old France—Pitman.....A. B. C.
Stories of Ancient Peoples—Arnold.....A. B. C.

Hoosier School Master—Eggleston.....Judd
Last of the Mohicans—Cooper.....G. & Co. or Mac.
Ben Hur—Wallace.....H. & B.
The Talisman—Scott.....G. & Co. or A. B. C.
Kenilworth—Scott.....A. B. C.
Ivanhoe—Scott.....A. B. C.
Quentin Durward—Scott.....A. B. C.
Tales from Henty.....Ed. Pub. Co.
King Arthur and His Court—Greene.....G. & Co.
Enid the Good—Jenkins.....Ed. Pub. Co.
Riverside Art Series—Rembrandt.....H. M. & Co.
The True Story of U. S. Grant—Brook.....Stuart
Shells and Sea Life—Keep.....W. & R. Co.
Uncle Tom's Cabin—Stowe.....H. M. & Co.
The Beauties of Nature—Lubbock.....Mac.
Romance of the Insect World—Badenoch.....Mac.
Tropical Africa—Drummond.....C. S. Sons
Pacific History Stories—Wagner.....W. & R. Co.
Self Help—Smiles.....H. & B.
Don Quixote—Cervantes.....G. & Co. or Crow. Pub. Co.
The Story of the English—Guerber.....A. B. C.
Nature Study, Readers V—Troeger.....D. A. & Co.
Picciola.....G. & Co.
Hero Stories—Blaisdell and Ball.....G. & Co.
Story of American History—Blaisdell.....G. & Co.

List of Books for the Older Boys who are fond of Adventure.

Treasure Island—Stevenson.....Dodd
The Pioneer Quartette—Cody.
Life of Kit Carson.
Life of Davy Crockett.
History of King Philip—Abbott.....H. & B.
Conquest of Mexico—Prescott.....Lip.
Conquest of Peru—Prescott.....Lip.
Conspiracy of Pontiac—Parkman.....Lit.
Heroes of the Middle-West.

Montcalm and Wolf—Parkman.....Lit.
Tecumseh—Eggleston.....Dodd
Andrew Jackson—Parton.....D. A. Co.
My Own Story—Joaquin Miller.....B. & C.
Boots and Saddles—Mrs. Custer.....H. & B.
Leather Stocking Tales—Cooper.
Modoc War—Bancroft.
With Dewey at Manila Bay.
Death Valley in '49—Manley.
The Winning of the West—Roosevelt.
Philip of Pokanoket—Irving.
True to the Old Flag—Henty.....S. & Sons.
With Frederick the Great—Henty.....S. & Sons
The Bravest of the Brave.....B.
In Freedom's Cause.....S. & Sons
Won by the Sword.....S. & Sons
St. Bartholomew's Eve.....S. & Sons
Robinson Crusoe, Complete Edition—Defoe.
The Gold-Bug—Poe.....Edited by Trent
The Fall of the House of Usher—Poe.....Edited by Trent
The Purloined Letter—Poe.....Edited by Trent
The Balloon-Hoax—Poe.

A List of Books that have been Read with Interest by Fifteen-year-old Girls.

Ivanhoe—Scott.
David Copperfield—Dickens.
Eight Cousins—Alcott.
Rose in Bloom—Alcott.
Under the Lilacs—Alcott.
Last Days of Pompeii—Lytton.
Our Mutual Friend—Dickens.
Ramona—Helen Hunt.
John Halifax—Mulock.
Pilgrim's Progress—Bunyan.
Old Curiosity Shop—Dickens.

Faith Gartney's Girlood—Mrs. Whitney.
Hitherto—Mrs. Whitney.
Donald and Dorothy—Dodge.
The Ice Queen.
Birds and Bees—Burroughs.....H. M. & Co.
Child's History of England—Dickens.....H. M. & Co.
Locusts and Wild Honey—Burroughs.....H. M. & Co.
Madam How and Lady Why—Kingsley.....Mac.
My Summer in a Garden—Warner..... .....H. M. & Co.
Paul and Virginia—St. Pierre .....H. M. & Co.
Scottish Chiefs—Porter.....Lovell Library
Story of the Æneid—Church.....Effingham, Maynard & Co.
Tale of Two Cities—Dickens.
Oliver Twist—Dickens.

Any Edition of these books will serve the purpose of the Public School Library, so long as the type and binding are good.

GRAMMAR AND COMPOSITION.

Children are primarily interested in action; first of all in their own activities, and hence in the stories which portray their life activities; and second, in the life of animals.

Dramatic incident is therefore the center from which we should work in the selection of subjects for the children to use in composition.

The child's vocabulary can be increased most rapidly by oral discussion upon topics which the child is naturally interested in. These discussions should be carefully planned and conducted by the teacher, and should from day to day lead the child into new fields of thought. New words should be listed in plain sight on the blackboard, and there kept so as to firmly anchor them in the mind. The child should be encouraged to answer questions in full sentences.

The aim in composition should be to secure spontaneous expression. Criticism should at first be made carefully, and should be positive rather than negative, so as not to discourage the pupils. Better results can be obtained by overlooking minor faults until facility is obtained and then gradually eradicating the faults.

The Typewriter in Composition.

The typewriter can be used to great advantage in teaching correct form in composition. The child, from the beginning of his school life, is accustomed to reading in the correct forms of print, and when he writes script cannot see his mistakes, for the written words and letters appear entirely different from print. When he is allowed to type his written productions, all mistakes in form become more clearly apparent to him than they were in his handwriting. He is thus enabled to see his mistakes and to correct them.

FIRST GRADE.

The work of this year should be centered upon oral expression. The children should be led to tell, in simple, correct English, stories drawn from their daily experiences. All work oral.

SECOND GRADE.

The work should be continued along the same lines as in the First Grade. Written exercises are to be introduced. No exercise should be longer than one paragraph. Teach the form of the paragraph from the beginning. Give short written dictation exercises frequently, always correcting the papers. Children may be given greater skill in reproducing stories by placing before them series of questions in such order that if the questions are answered in full sentences the sentences will tell a connected story. Simple letter writing begun.

Allow no careless or hasty work. Insist on the correct form, and correct capitalization and punctuation.

THIRD GRADE.

Lengthen out the composition work to two or three paragraphs. Use such subjects as naturally fall into divisions, for example, "The Life of a Butterfly." The child who has seen the butterfly develop from the egg upon some potted plant can readily understand how natural it is to give the first part of its story, that about the egg, to the first paragraph; the second part of its story, that about the caterpillar, to the second paragraph, etc. Subjects thus easily subdivided should always be selected for the children to work upon. Letter writing continued. Give many short dictation exercises, always drawn from subject matter with which the child is acquainted. Use the State Elementary Language Book.

FOURTH GRADE.

Lessons in dictation, reproduction of stories, letter writing, as given in preceding grades. Utilize "The Ugly Duckling." Insist upon neat and careful work on all papers. Teachers should remember that in correcting papers the severe criticism you may give one child "to stir him up" to better work would probably cause some other child to so retreat within himself that no spontaneous, original expression can be got out of him. Study the individual children and adapt your methods to them. Use the State Elementary Language Book.

FIFTH GRADE.

Continue the work of reproducing stories, dictation exercises and letter writing. Make a more extended attempt to understand the principles of paragraphing. The teacher will follow the directions in Chapter X of Frazee's Lessons in Language Work. She should familiarize herself with the advanced principles of paragraphing in Scott and Denny's Rhetoric, or Chapter V, Genung's Outlines of Rhetoric. Take Sections 356 and 314 of The Mother Tongue, No. 1, as typical examples of drills in paragraphing.

See Mother Tongue, Book 1, page 221, for a typical lesson.

Insist on the best and neatest work from all pupils. Familiarize yourself with the lessons in the Advanced State Grammar bearing upon composition, and utilize whatever is available for your work.

SIXTH GRADE.

The work of the preceding grade enlarged upon and continued.

State Series Grammar to 101.

Carry along the work of composition in lines hitherto suggested. Lessons 4, 7, 8, 14, 18, 20, 23, 37, 45, 46, 57, 63, 68, 70, 71, 97, 98, are all composition work, and should be emphasized.

Hart's Language Helps for Grammar Grades:—"Prepositional Phrases" will be found of value in this Grade.

SEVENTH GRADE.

State Series Advanced Grammar, lessons 102 to 191. (Lesson 101 is omitted.) Teach possessive nouns as possessive modifiers. Omit lessons 117, 118, 119, 122, 128, 129. Treat demonstrative pronouns as adjective pronouns. Omit personification.

Carry along the work of composition in lines hitherto suggested. Lessons 185, 186, 187 should be carefully studied in connection with composition, as also should be lessons 122, 123, 124, 125, 137, 138, 153, 154, 168, 169. Omit lessons 146, 147, 148, 149, 153, 163, 166, 190. Teach conjunctions and prepositions simply as such without further analysis. Substitute easier material in lesson 122.

Classify adjectives into limiting and descriptive only.

EIGHTH GRADE.

Review the work of Sixth and Seventh Grades. Complete the book to Part III, omitting lessons 212, 213, 222. Hart's Language Helps for Grammar Grades, "Noun Clauses" and "Participles, Adjectives and Verb Phrases" may be used.

Reference for pupils—Tarbell's Essentials of English Composition..... G. & Co.

Literature.

SEVENTH GRADE.

Study two classics to be selected from the following:

The Great Stone Face.—Hawthorne.
The Story of the Iliad.— Church.
Selections from Poor Richard's Almanac.—Franklin.
The Raven.—Poe, or John Gilpin.—Cooper.
Grand Mother's Story.—Holmes.
The Courtship of Miles Standish.—Longfellow.
Skeleton in Armor.—Longfellow.

EIGHTH GRADE.

The teacher may select any four, two poems and two prose productions of the following classics, for the literature of the Eighth Grade:

Evangeline, Longfellow—Riverside Series.....H. M. & Co.
Legend of Sleepy Hollow, Irving—Aids to Literature One.....W. & R. Co.
Sohrab and Rustum, Arnold—Riverside Series..H. M. & Co.
Trail of the Sand-Mill Stag, Seton—Thompson....C. S. Sons
Gareth and Lynette—Tennyson.
Lays of Ancient Rome, Horatius—Macaulay.
Birds of Killingworth—Longfellow.
Adventures of Ulysses— Lamb.....D. C. H. & Co.
Man Without a Country—E. E. Hale.

At least one hundred lines of poetry to be selected by the teacher from the poems studied, are to be memorized by the pupils.

The sole aim in the study of the classics is to be literary appreciation.

Some Plans for Practice in Composition.

Repeat a story to the children till you have led up to its most interesting part. Request the children to finish the story by drawing from their own imagination for the material. Use only stories entirely new to the children. Suit the story to the age of the child.

It is suggested that, for example, in the "Story of Vulcan," you leave the children to tell how Juno got out of the wonderful chair in which she was trapped. In "Cinderella," let the children make up the balance of the story from the point at which the Prince begins to hunt for the owner of the glass slipper. "Jack and the Beanstalk," "The Myth of Bacchus," and the Myth of Persephone," are stories which may be treated in this way:

If you prefer not to treat the well-known myths and stories in the manner suggested, invent a story and have the children tell how the character gets out of the dilemma into which you put him. The following story has been used successfully in this way:

"A boy left Sacramento one day to visit his uncle, who lived in San Francisco. When he reached the depot, there were two trains ready to pull out. One was for San Francisco and one for Stockton. The boy got on the Stockton train and did not know he had made a mistake until he was several miles from home."

The pupils were asked to make up a story telling how the boy got to the place he wished to reach.

Tell the story of the Klondike with its attendant difficulties as dramatically as possible to your older pupils, bringing out the dangers and perils of the North, together with the great riches to be acquired there. Be sure the title you use is of intense general interest, say, "A Boy's Trip to the Klondike." Make out for your own use a series of points after the style of the following:

1. Ned Anderson reads of great discoveries of gold in the

North, and decides to undertake the trip to the gold fields.

2. What his mother said, on consulting her, of the great dangers of the trip.

3. What the father said.

4. His sister's argument for and against the trip.

5. Voyage north on the steamer. Storm at sea.

6. Two startling experiences in the gold regions; escape from a snow-slide; in the Yukon rapids.

7. Return home.

Make each of the points you decide upon the subject of a paragraph. Give your pupils the opening sentence to each paragraph "to hang their thoughts on," and have them complete the thought of the paragraphs. Deal only with one paragraph at a time, and before you give the leading sentence of a paragraph, let the preceding paragraph be completed.

This exercise is for your highest grade. Practice upon a simpler exercise involving but one paragraph may be used in preparing the pupils for a more extended exercise like the foregoing. Select subjects that fire pupils' imagination and appeal as much as possible to their own experiences.

Plant in a flower pot a root of dill, sometimes called sweet anise, and put the plant in a sunny place in the school room. In the spring, when the plant has attained some size, secure some of the caterpillars of the common anise-butterfly (Papilio Polyxenes), and put them on the dill. Have children watch the development of the insects till they are full grown. Allow the full-grown insects to escape into the sunshine. Butterflies cannot be kept in captivity; and the young children should not be encouraged to kill and mount them. Get the eggs of this butterfly as well as the caterpillars. Watch the eggs hatch. Lead the children to be on the lookout for strange and startling changes in the insect's life. After this spontaneous study of the insect has gone on for a month or more, have the children tell orally its life-story. Finally have the children write their versions of the story. Encourage individuality of expression. Correct the faults of expression, but do not scold

about them. Let your criticism be largely the praise of good points.

If the Papilio Polyxenes cannot be found, use some other insect, potting the plant it lives on. The caterpillar of the monarch butterfly lives on the common milk weed, and has a wonderful life-history. The little fox butterfly lives upon the mallows.

The common wasp's nest, found so often clinging to the roofs of sheds and outhouses, if placed in a glass jar with the parent wasps, makes an interesting study upon which the children may write. Cover the jar with paper, and puncture the paper with many pin-holes to let in air. Feed the insects with sugar and water. Your children can see the whole process of the young wasp's growth.

Put the following on the black-board, or mimeograph it for your pupils to work from:

"There was one time, after a heavy storm in the mountains, found in the drift wood under a bridge over a valley stream, a family of young foxes. A school-boy saw one of the baby foxes, caught it, took it to school, and gave it to his teacher. The teacher showed the fox to her school, and asked the boys and girls to write a story telling where the fox came from and how it got under the bridge. Tell the story you would have told had you been in that school."

Use of Pictures in Composition.

The prime characteristic of a good picture for a basis of composition work is suggestiveness. The picture should readily suggest a story. A picture involving animal or human life and representing a distinct incident is to be preferred. For example in the story of "Johnny-look-in-the-air," a representation of Johnny staring vacantly into space and walking over the brink of the river, would almost certainly suggest a story to the average child. The celebrated painting by Landseer, of

a dog who has saved a child, is also an example of a picture full of suggestiveness. The Helping Hand, by Renouf, The Angelus, by Millet, The Highland Shepherd's Chief Mourner, by Landseer, and The Flood, by Kiörbe, are examples of famous pictures which can be used by teachers in connection with composition work.

These pictures can be found in the language books suggested for teachers' use, or cheap, but at the same time very artistic reproductions, can be purchased.

LETTER WRITING.

Letter writing in school may be mere dead meaningless form or it may be made one of the liveliest, most spontaneous exercises in the class-room. The following suggestions may be found of value in vitalizing the work.

"In one school, a child moved to a distant city. She was well known and liked by all her class, and when the teacher suggested that the children write to her, just to keep her from getting homesick, they were delighted, and did their best.

"Business letter forms might be gotten at more easily by having the children answer advertisements in the magazines for agencies, such as for 'Baker's spices,' etc. Almost all children wish to earn money of their own, and such letters would be of vital interest to them.

"Forms for formal and informal invitations might be made interesting by having the children write invitations to their parents to attend an entertainment at the school.

"When one of their playmates is ill, the children might write letters to him.

Perhaps there is something in or about the school house or grounds that is wanted. The children might write to the trustees for this. They might be further stimulated to do their best in this work, by having only the best letter sent."

Have your children correspond with children in other schools, even those schools in distant countries.

Have the children write telegrams, invitations and acceptances, notes of condolence, etc.

WORD STUDY AND DEFINING.

Teach the use of the Dictionary thoroughly. This includes the use of diacritical marks.

Whenever the occasion occurs in reading or spelling teach: (a) the use of synonyms and increase the child's vocabulary by teaching him the common synonyms. (b) When a word unfamiliar to the pupils occurs, containing a root which is the basis of a large number of English words, take advantage of the opportunity to fix upon the child's mind the meaning of the root. (c) Teach by practical illustration when defining words for your class the use of the common prefixes and suffixes. (d) In teaching the spelling of difficult words always teach the meaning.

Books for Teachers.

(To be Purchased with the Library Fund.)

The Teaching of Reading—Chubb.....Mac.
How to Teach Reading—Clark.....S. F. & Co.
Method of Teaching Reading—McMurray. .....Mac.
The Normal Course in Reading—Todd and Powell.S. B. & Co.
The Comprehensive Method of Teaching Reading—
Gordon.....D. C. H. & Co.
New Education Readers—Demarest and Van Sickle—A. B. C.
The National Method in Reading—Ward.....S. B. & Co.
Reading, How to Teach It— Arnold.....S. B. & Co.
School Composition—Maxwell and Johnson... ..A. B. C.
Writing English—Maxwell and Smith.....A. B. C.
Steps in English, Books I and II—McLean, Blaisdell,
and Morrow.....A. B. C.
Mother Tongue, I and II—Arnold and Kittredge...G. & Co.
Essentials of English Composition—Tarbell.....G. & Co.

Lessons in English—Skinner and Bargert.....S. B. & Co.
Two-Book Course in English—Hyde .....D. H. & Co.
Lessons in Language Work—Frazee .....W. & R. Co.
Masterpieces of American Literature .....H. M. & Co.
Everyday English, I and II—Rankin.....Ed. Pub. Co.
Grammar of the English Sentence—Rigdon.....H. & N.
Elements of English Composition—Gardner, Kittredge and Arnold.....G. & Co.
How to Study Literature—Heydrick.....H. & N.
Elements of Grammar and Composition—Welsh and Greenwood.....S. B. & Co.
Lessons in English, I and II—Tarbell.....G. & Co.
Essentials of Prose Composition—Hart.....E. & Bro.
First Steps in English—Bartlett .....S. B. & Co.
Essentials of Grammar and Language—Bartlett.. S. B. & Co.
Myths of Greece and Rome—Guerber.....A. B. C.
Legends of the Middle Ages—Guerber.....A. B. C.
Myths of the Norseland—Guerber .....A. B. C.

Alphabetical List of Publishers and Abbreviations Used in this Course.

American Book Co..... A. B. C.
Belford & Clark..... B. & C.
Bowen-Merrill Co..... B. M. Co.
Butler, Sheldon & Co..... B. S. & Co.
Burt, A. G..... B.
Century Co..... Cen.
Chas. Scribner's Sons..... C. S. Sons
Crane & Co..... C. & Co.
Crowell Pub. Co..... Crow. Pub. Co.
D. Appleton & Co..... D. A. Co.
Dodd, or Dodd, Mead & Co..... Dodd
Doubleday, Page & Co..... D. P. & Co.
Dutton..... Dut.
Eldridge & Brother..... E. & Bro.
Educational Pub. Co..... Ed. Pub. Co.
Estes..... E.
Forbes..... F.
Ginn & Co..... G. & Co.
Harper and Brothers..... H. & Bro.
Heath & Co..... D. C. H. & Co.
Henry Holt & Co..... H. H. & Co.
Hinds & Noble..... H. & N.
Houghton, Miffin & Co..... H. M. & Co.
Judd..... J.
Lee..... Lee
Lovell & Co..... F. F. L. & Co.
Lippincott..... Lip.
Longmans, Green & Co..... L. G. & Co.
Lathrop & Co..... L. & Co.
Little..... Lit.
Macmillan..... Mac.
Maynard, Merrill & Co..... M. M. & Co.
Morse Pub. Co..... M. Pub. Co.
Potter, Putnam & Co..... P. P. Co.
Public School Pub. Co..... Pub. S. P. Co.
Putnam's Sons..... P. Sons
Rand, McNally & Co..... R. M. & Co.
Scott, Forseman & Co..... S. F. & Co.
Silver, Burdett & Co..... S. B. & Co.
Stuart & Co..... S. & Co.
University Pub. Co..... U. Pub. Co.
Werner School Book Co..... W. S. B. Co.
William H. Wheeler & Co..... W. H. W. & Co.

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